

New Hampshire's Early Childhood Professional Development System



TABLE OF CONTENTS

INTRODUCTION TO THE NH EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT SYSTEM.....	1
GLOSSARY.....	4
CORE KNOWLEDGE AREAS.....	7
NH EARLY CHILDHOOD CORE KNOWLEDGE AREAS.....	8
NH EARLY CHILDHOOD CREDENTIAL APPROVED COURSEWORK AND NH COLLEGES OFFERING EARLY CHILDHOOD COURSEWORK.....	11
LIST OF APPROVED COURSEWORK (NOT ALL-INCLUSIVE).....	12
PROFESSIONAL ACTIVITIES.....	14
PROFESSIONAL ACTIVITIES MATRIX.....	15
CREDENTIAL LATTICES.....	17
NH FAMILY CHILD CARE CREDENTIAL LATTICE.....	18
NH EARLY CHILDHOOD TEACHER CREDENTIAL LATTICE.....	19
NH EARLY CHILDHOOD MASTER TEACHER CREDENTIAL LATTICE.....	20
NH EARLY CHILDHOOD ADMINISTRATOR CREDENTIAL LATTICE.....	21
NH EARLY CHILDHOOD MASTER PROFESSIONAL CREDENTIAL LATTICE.....	22
INFANT AND TODDLER ENDORSEMENT.....	23
NH INFANT AND TODDLER CREDENTIAL ENDORSEMENT LATTICE.....	24
SUGGESTED INFANT AND TODDLER TRAININGS.....	25
APPENDIX.....	26
CREDENTIAL APPLICATION.....	FORM A
EARLY HEAD START OPTION.....	FORM B
PROFESSIONAL ACTIVITIES DOCUMENTATION FORM.....	FORM C
PROFESSIONAL DEVELOPMENT PLAN.....	FORM D
TRANSCRIPT REQUEST FORM.....	FORM E
RESOURCES.....	35

Introduction to the New Hampshire Early Childhood Development System

The first edition of the New Hampshire Early Childhood Professional Development System (NHECPDS) Guide to Early Childhood Careers was published in December 1999 and, since that time, close to 2,000 individuals have been recognized for their professional development. New Hampshire has a diverse and growing community of professionals who work with or on behalf of children, youth, and families. Just as this community has grown, the NHECPDS has grown and has been revised to support the ongoing professional development of early childhood teachers, administrators, workshop trainers, college faculty, mentors, program consultants, and allied professionals.

The National Association for the Education of Young children (NAEYC) defines professional development as initial preparation (preservice) and learning experiences (inservice) designed to improve the knowledge, skills/behaviors, and attitudes/values of the early childhood workforce. To meet NAEYC's mission of 'assuring the provision of high-quality early childhood programs for young children,' it is necessary to have a highly competent workforce for the early childhood field. Professional development provides the path to achieving this goal.*

Nationally, there is growing commitment to the importance of professional development. Many states have credential systems, some required, others voluntary. Our system is voluntary, except as required in State contracts, and is based on the following criteria:

- Core Knowledge Areas
- Education and specialized coursework
- Work experience
- Ongoing professional training
- Professional activities

The information and documents contained within this packet are meant to inform readers and to serve as resources for professional development, while providing a process for attaining a professional Credential. Credential lattices (progression of levels of professional roles) include criteria for levels and individual endorsements, providing entry into the NHECPDS for all who choose to be recognized for their commitment to early childhood care and education. The lattices also serve to challenge professionals to continue to grow and explore career opportunities.

Revisions to our NHECPDS allow not only for more individuals to enter, but also for more alignment with the New Hampshire Child Care Licensing Rules. These rules were revised in 2008, with increased requirements for ongoing professional development implemented as of July 1, 2009. Our credential lattices reflect the increases in professional development requirements, while recognizing individual accomplishments that go above and beyond that which is required for licensing. We also want to invite professionals who work with or on behalf of children and families in capacities other than direct service, teaching, or administration, to be part of our system. Education and training requirements for all lattice levels and endorsements are vital to the continued growth and quality improvement of our professional workforce.

* National Association for the Education of Young Children. *What is Professional Development in Early Childhood Education?*
Retrieved from
<http://www.naeyc.org/files/naeyc/What%20Is%20Professional%20Development%20in%20Early%20Childhood%20Education.pdf>

We recognize that compensation is also critical to the success of quality improvement through professional development of our early childhood workforce. Advocacy continues to be our best avenue to professional wages. This needs to be a priority in our communities, across the state, and at the national level. Our revised NHECPDS empowers our workforce to be actively engaged in advocacy efforts through professional activities that contribute to the field of early childhood care and education.

Your professional credential serves as a visible achievement of your professionalism and as a model for others to emulate. Please display your credential(s) proudly, share this guide widely, and seize every opportunity to engage others in the conversation about quality and the outcomes for children, youth, and families in New Hampshire.

Extensive time and effort went into the revision of the NHECPDS. Thank you to the entire Early Childhood Credential Revision Task Force, listed individually below. Additionally, thank you to the early childhood community for your feedback and support during this process. You are growing professionally, as well as helping to grow your field. Your commitment to quality on behalf of children, youth and families is greatly appreciated!

Early Childhood Credential Revision Task Force:

Cynthia Billings, PlusTime NH
Kristin Booth, Division for Children, Youth, and Families
Denise Corvino, Child Care Licensing Unit
Jackie Cowell, Early Learning NH
Christina MacDonald, Department of Education
Linda Graham, Bureau of Developmental Services
Gale Hall, NHTI Concord's Community College
Joan Izen, Preschool Technical Assistance Network
Tessa McDonnell, Granite State College
Carol Montambeault, St. Paul's School
Reeva Murphy, Child Care Information Center
John Nimmo, UNH Child Study and Development Center
Tracy Pond, Child Care Resource and Referral
Lisa Strout, Rivier University
Jessica Sugrue, Division for Children, Youth, and Families
Ellen Wheatley, Division for Children, Youth, and Families

Glossary

Accreditation: a standard of quality applied to early childhood programs which have successfully completed requirements set forth by the COA, (Council On Accreditation), NAFCC, (National Association for Family Child Care), or as defined by the NAEYC (National Association for the Education of Young Children).

Advocacy: the pursuit of influencing outcomes — including public policy and resource allocation decisions within political, economic, and social systems and institutions.

Allied Professional: an individual who has completed training in a specialized field, and wishes to contribute knowledge and or services to the early childhood field.

Appropriate Professional Organization: an early childhood organization focused on the core knowledge skills and experience of early childhood professionals and related issues or advocacy, and which requires membership, meets regularly, may publish articles and/or journals, and may offer professional development through state and/or national conferences.

Approved Coursework: credit-bearing courses consisting of early childhood content, offered through regionally accredited colleges (see “Approved Coursework” list on page 12).

Associate Degree: college degree which represents a minimum of 60 credit hours, or two years of full-time study from a regionally accredited institute.

Baccalaureate Degree: college degree representing a minimum of 120 credit hours, or four years of full-time study.

Biological Factors: genetic makeup and health factors that influence child and youth development.

Child and Adult Care Food Program (CACFP): a food assistance program that provides nutritious meals and snacks for eligible children and adults in care. <http://www.fns.usda.gov/cnd/care/>

Child Growth and Development: the way that a young child grows and develops physically, cognitively, and socially/emotionally, from the prenatal stage through age eight.

Child Care Resource and Referral (CCR&R): a program that provides referrals to child care programs for families in need of child care, training and targeted technical assistance for child care providers, and community outreach in support of child care. All CCR&R services focus on quality child care, and all CCR&R programs are members of the Child Care Aware® of New Hampshire statewide network, <http://www.nhccrr.org> .

Core Knowledge Areas (CKAs): the body of knowledge that defines the early childhood profession

Credential: indicator of professional level of growth, a certificate/award that recognizes the recipient’s qualifications and commitment to early childhood or an allied profession.

Credit bearing: refers to a college course at a regionally accredited college, usually a minimum of 3 credits.

Cultural Factors: family and professional’s beliefs, traditions, values, and environmental factors that influence child and youth development.

Developmentally Appropriate Practices (DAP): the foundation for effective teaching, based on child and youth physical, cognitive, and social/emotional needs.

Documentation: third-party written evidence of qualifications in the form of official transcripts, copies of training certificates, copies of membership cards, letters signed by employers, and other evidence that demonstrates fulfillment of credential requirements.

Early Childhood (EC): used to describe the period of childhood from birth through age eight.

Environmental Factors: life conditions that influence child and youth development.

Family Child Care (FCC): child care program where a provider cares for children within his/her own home, and may be licensed or license-exempt.

Individual Mentor: an individual who guides and supervises the professional development of an individual outside of the Mentor's program.

Lattice: a framework of professional development criteria for credential levels/endorsements.

License Exempt: refers to a program, which is not licensed by the Child Care Licensing Unit (CCLU). A license exempt family child care provider may care for no more than three children other than his/her own, foster, or adopted children. Please refer to RSA 170-E3 for other exemptions or contact the CCLU.

Licensed Plus: term applied to licensed child care programs that have demonstrated evidence of a specific set of quality standards beyond what is required for licensing.

Ongoing Professional Training: documented face-to-face, and/or web-based early childhood workshops, conferences, coursework, and self-study that include evidence of content that focuses on the Core Knowledge Areas.

Professional Activity (PA): an activity in which one engages to give back to the early childhood community, and which broadens one's own development in the early childhood field.

Practicum: a practice teaching experience conducted under the supervision of a classroom teacher and college faculty.

Program Consultant: a professional who provides technical assistance to an early childhood program, for the purpose of quality improvement.

Professional Development: a continuum of learning and support activities designed to prepare individuals for work with and on behalf of young children and their families, as well as ongoing experience to enhance this work (NAEYC & NACCRRA Early Childhood Education Professional Development: Training and Technical Assistance Glossary http://www.naeyc.org/GlossaryTraining_TA.pdf).

Professionally Relevant: related to the field of early childhood through work with children and families.

Professional Portfolio: a collection of work that demonstrates one's professional growth and development in Core Knowledge Areas.

Quality Rating Improvement System (QRIS): a system that administers methods of assessment of the level of quality in early childhood programs, for the purpose of quality improvement and community engagement.

Reflective Practice: refers to the process of studying one's own teaching methods or professional practices and determining what works best for young children, youth, or adult learners. Reflective practice can help an individual to develop and grow professionally.

Regionally Accredited College or University: a college or university acknowledged as meeting acceptable levels of quality through accreditation by any of the regionally accrediting organizations recognized by the US department of education or the council for higher education accreditation www.chea.org.

Related Degree: Terminal degrees for **early childhood** include degrees in Early Childhood Education, and related degrees may include Child Development, Child and Family Studies, Special Education, and Education, all with a required number of credits in approved coursework.

Related Field: specialized area of study, which has influence on or is influenced by children, youth, and/or families. A degree in a related field must include a minimum number of credits focused on content in one or more Core Knowledge Areas.

Self Study: learning engaged in by oneself, with no direct supervision or attendance in training or class, for one's own knowledge, which is documented through self-reflection (more information found at: <http://www.dhhs.nh.gov/oos/cclu/guidesinfo.htm>).

Social Factors: societal influences that impact child and youth development.

Special Education (SPED): programs and practices designed to meet the unique needs of children whose mental ability, physical ability, emotional functioning, health status, etc. requires special teaching approaches, equipment, or care within or outside a regular classroom.

Technical Assistance (TA): specialized consultation provided to early childhood programs, to address specific challenges and improve overall program quality.

Work Experience: documented employment or practicum experience working with or on behalf of children and families.

Additional Glossary Resource:

Early Childhood Education Professional Development: Training and Technical Assistance Glossary
http://www.naeyc.org/GlossaryTraining_TA.pdf

Core Knowledge Areas

The Core Knowledge Areas (CKAs) constitute the body of knowledge that defines our professional field. Our work with or on behalf of children, youth, and families must be purposeful. It must have a strong foundation; a shared understanding that quality care and education is our common goal. The National Association for the Education of Young Children (NAEYC) has set standards that serve as the framework for high quality early care and education. These standards are the foundation for the Early Childhood Core Knowledge Areas.

The CKA matrix is divided into three sections: Core Knowledge Areas, Components of Core Knowledge, and Topics. Core Knowledge Areas are segmented into components and segmented further into topics that could be covered in training, coursework, and self-study. All together, the CKAs comprise the knowledge that professionals strive to master throughout their careers in the field of early childhood. CKA's help individuals to become informed about various topics within the early childhood field. The CKA's guide professionals in their own professional growth and development. The matrix on the following page will allow individuals to find topics within the components about which they would like to learn.

To meet the requirements of our NHECPDS, all ongoing training, education, and specialized coursework must cover one or more Core Knowledge Areas. Applicants should familiarize themselves with this matrix and be prepared to demonstrate how their supporting documentation meets Core Knowledge Areas.



The Core Knowledge Areas are the seeds from which professional development grows.

Early Childhood Core Knowledge Areas

Quality Early Care & Education with respect for the diverse needs of each child & family	Core Knowledge Areas	Components of Core Knowledge	Topics
	Developing As a Professional	Professional Development	<ul style="list-style-type: none"> • Self awareness and self- assessment • Professional philosophy • Professional organizations • NH Early Childhood Professional Development system • Adult development and learning • Mentorship • Coaching
		Standards of Quality	<ul style="list-style-type: none"> • Quality Rating and Improvement System (QRIS) • Child Care Licensing Rules • Licensed-Plus • Accreditation • Early Learning Standards • Strengthening Families Initiatives
		Program Administration	<ul style="list-style-type: none"> • Mission and Vision • Program operations • Financial planning and management • Legal and fiscal issues • Staff supervision and evaluation • Program evaluation and development • Program policies & procedures • Community child care needs, marketing and public relations • Family recruitment and retention
		Advocacy	<ul style="list-style-type: none"> • Public policy • Advocacy
		Leadership	<ul style="list-style-type: none"> • Team building and conflict resolution • Staff Development • Leadership styles • Teachers as leaders
		Ethics	<ul style="list-style-type: none"> • Ethical standards • Ethical decision-making • Professional behavior • Professional boundaries • Confidentiality
		Collaboration	<ul style="list-style-type: none"> • Community resources • Family and community relationships • Partnership development
	Building Family & Community Relationships	Communication	<ul style="list-style-type: none"> • Communication styles • Communication formats, i.e. technology, written, nonverbal, etc. • Communication skills
		Partnerships & Participation	<ul style="list-style-type: none"> • Positive relationships • Family engagement • Observation and risk assessment • Volunteer engagement • Community engagements

	Core Knowledge Areas	Components of Core Knowledge	Topics
	Building Family & Community Relationships Continued	Family and Cultural Contexts	<ul style="list-style-type: none"> • Personal bias • Diversity • Parenting strategies • Family structures • Family strengths • Family systems theory • (Power and Privilege)
		Family Leadership	<ul style="list-style-type: none"> • Self-Advocacy • Family participation in decision-making
		Family Supports	<ul style="list-style-type: none"> • Social capital • Networking • Strengthening Families • Risk factors, protective factors and resilience
		Community Resources	<ul style="list-style-type: none"> • Social and material supports • Emotional and health supports
	Teaching & Learning	Relationships & Interactions	<ul style="list-style-type: none"> • Communication skills • Engagement • Knowledge of children, youth and families
		Curriculum & Environment	<ul style="list-style-type: none"> • Developmentally appropriate environments and practice • Evaluation of appropriate equipment and materials • The significance of play • Emergent curriculum • Research-based • Design, development and evaluation • Competence in content areas and academic disciplines
		Strategies for Teaching & Learning	<ul style="list-style-type: none"> • Intentionality • Learning experiences that develop emerging critical thinking • Reflective practice to promote positive outcomes • Developmentally appropriate approaches • Tools and methods for early education
		Individualization	<ul style="list-style-type: none"> • Temperament • Developmentally appropriate practices for individual children • Theoretical and legal foundations for special supports • Adaptations of the environment and curriculum • Developmentally and culturally appropriate communications • Developmentally appropriate communication • Effective partnerships with parents, families and other professionals
		Cultural Relevance	<ul style="list-style-type: none"> • Family involvement • Anti-bias curriculum • Effective methods of working with all families
		Positive Behaviors	<ul style="list-style-type: none"> • Support for developing executive function • Appropriate theories and application of guidance • Team approach • Pro-social behavior guidance strategies

	Core Knowledge Areas	Components of Core Knowledge	Topics
	Promoting Child Growth & Development	Children's Learning & Development	<ul style="list-style-type: none"> • Developmental milestones • Early Learning Standards • Developmental screening and assessment • Children with special needs
		Influences on Development	<ul style="list-style-type: none"> • Environmental factors • Biological factors • Social factors, • Cultural factors
		Health and Safety	<ul style="list-style-type: none"> • Children's Nutrition and Wellness • Health and safety record keeping, • Health and safety policy development and implementation • Emergency preparedness planning and response • Child abuse and neglect • Child Care Licensing Rules
		Application of Knowledge to Practice	<ul style="list-style-type: none"> • Child Development theories • Research-based practices • Developmentally Appropriate Practices • Learning environments • Culturally responsive early childhood programs
	Observing Documenting & Assessing	Reflective Practice	<ul style="list-style-type: none"> • Philosophy of education • Methods and tools • Self-assessment to change practice • Classroom action research
		Documentation of Curriculum and Learning	<ul style="list-style-type: none"> • Methods and tools • Family, community and cultural contexts • Documentation for planning of curriculum and learning environments
		Assessment of Children's Development	<ul style="list-style-type: none"> • Informal and formal assessment tools and methods • Systemic assessment of children's learning and development • Family, community and cultural contexts impact on child performance • Family, community and cultural contexts for assessment • Assessment as a guide to individualized teaching and learning • Referral practices • IFSP/IEP processes • Family engagement in assessment and referral • Observations to build effective relationships with learners
		Communication of Documentation and Assessment	<ul style="list-style-type: none"> • Collaboration and teamwork • Strategies for communicating in developmentally and culturally appropriate ways • Confidentiality in child and family assessment
		Program Assessment	<ul style="list-style-type: none"> • Reflection on vision, mission and values • Methods, tools and strategies • Stakeholder engagement • Continuous quality improvement

NH Early Childhood Credential Approved Coursework and NH Colleges Offering Early Childhood Coursework

The NHECPDS requires specific education and specialized coursework completed at regionally accredited colleges. All approved college coursework must focus on content specific to young children (birth through age eight). The Credentialing Specialist maintains a list of approved coursework for reference and carefully examines all college transcripts. Additional documentation may be required to determine if the Credentialing Specialist will approve coursework.

Community College System of New Hampshire

<http://www.ccsnh.edu/> *

Colby-Sawyer College

<http://www.colby-sawyer.edu/>

Granite State College

<http://www.granite.edu/academics/degrees/> *

Hesser College

<http://www.hesser.edu/Pages/MicroPortalHome.aspx#nogo>

Keene State College

<http://www.keene.edu/>

Plymouth State University

<http://www.plymouth.edu/>

Rivier University

<http://www.rivier.edu/>

Southern New Hampshire University

<http://www.snhu.edu/>

University of New Hampshire

<http://www.unh.edu/education/>



*Please note that early childhood tuition assistance is available for select early childhood courses at these colleges, for anyone working a minimum of twenty hours per week in a licensed or license exempt child care program.

Sample List of Approved Coursework (not all-inclusive)

- Administration of Child Development Programs or Childcare Administration and Management
- Appropriate Discipline and Guidance for Young Children
- Art, Music, Drama, and Dance in Early Childhood or Creative Arts in Early Childhood Education
- Assessment in Early Childhood
- Assessment and Intervention During Early Childhood
- Changing Contexts in Early Education
- Child, Family, and Community
- Child Growth and Development, Child Development, or Development, Exceptionalities, & Learning I
- Child Health, Safety, and Nutrition
- Children's Literature
- Culturally Responsive Early Care and Education
- Cognitive Development of Infants and Young Children
- Diversity and Child Development
- Early Childhood Practicum I, II, III
- Foundations of Early Childhood Education or Foundations and Issues in Child Development
- Inclusive Curriculum for Young Children
- Infant and Toddler Care and Education or Infant and Toddler Development
- Introduction to the Early Childhood Professional
- Language and Literacy Development in Young Children
- Leadership and Advocacy for Early Childhood Education
- Mathematics, Science, or Social Studies in Early Childhood Education
- Preschool and Kindergarten Curriculum and Instruction
- Psychosocial Development during Early Childhood
- Special Topics in Early Childhood
- The Constructivist Approach in Early Care and Education
- Theories of Play
- Young Children's Learning and Development in Content
- Young Children with Special Needs or Teaching Young Children w/ Special Needs

How Approved Coursework is Determined

- A. The course is identified with an ECE/EDUC/ER/EDUN other recognized EC/CD/FS (early childhood) course prefix*

(For example: ECE 101 Growth and Development of the Young Child, ER2300 Young Children's Learning and Development in Context, EDU 553 Creative Arts in Early Childhood Education, EDUC 760 Introduction to Young Children with Special Needs, FS 623 Developmental Perspectives on Infancy and Early Childhood) *Please note: this criterion excludes courses that have a recognized CD/FS/EDU/or other prefix but are School Age/Elementary Education (grades 4-8).

- B. The course is identified in the course title to be of early childhood content
(For example: Language Arts Birth-Age 8, Early Childhood Curriculum)

- C. The course is identified in the course description to be of early childhood content
(For example: the course contains language in the course description such as early childhood, young child/children, birth to age 5/age 8, age 3 to grade three, etc.)

The list of approved coursework provided (see previous page) is not inclusive of all coursework.

To assist you with determining if the coursework may be approved, applicable course titles and/or descriptions usually include one or more of the following words/phrases:

- Early childhood
- Young children
- Play
- Special Needs
- Young children and families
- Development
- Infants
- Toddlers
- Preschool
- Kindergarten
- Early childhood curriculum
- Early childhood environments
- Early learning
- Observation and assessment

Related degrees to Early Childhood Education must include approved coursework credits. Please see credential lattices for specific credit requirements. The following degrees may be considered related degrees, with appropriate approved coursework:

- Child Development
- Child and Family Studies
- Special Education
- Education

In general, elementary education coursework does not meet the criteria for approved coursework for the NHECPDS. Please refer to the course description and the Core Knowledge Areas, and please note that the Credentialing Specialist and the Credential Committee will make final decisions regarding approved coursework. The Credential Committee may request that you submit additional documentation, such as a course syllabus.

Professional Activities

Each credential lattice includes requirements for professional activity units. The following is a definition of professional activity:

Professional Activity (PA) refers to participation in activities that help individuals grow and develop professionally, while also encouraging them to give back to the early childhood field. These activities may occur on the individual level or as part of a larger early childhood organization. Active involvement in professional activities promotes and supports the early childhood infrastructure in ways such as workforce development and program improvement, ultimately improving outcomes for children, youth, and families. Professional activities increase an early childhood professional's competence, performance, and/or effectiveness in the early childhood field.

Professional Activities are those that:

- Engage one in the broader aspect of the early childhood field.
- Increase the knowledge of others in the early childhood field.
- Increase the knowledge of others outside of the early childhood field.

The NHECPDS includes requirements for professional activities to demonstrate individual professional growth and development. This is evidenced through documentation of active engagement in these activities. Please note that the Credential system does *require* both professional training and professional activities, which together exceed licensing requirements.

The following matrix provides several examples of PA's. Each PA is assigned a number of units. There is a column for tallying how many times an activity is completed, as well as a column for total units. Applicants may use this form as a worksheet to track PA units. Documentation, including hours spent in each professional activity, is the only way to receive credit for PA's. For any professional activities completed which are not listed on the PA Matrix, applicants must submit a completed NHECPDS "Professional Activities Documentation Form" found in the appendix. In the case of any discrepancies, the Credentialing Specialist and the Credential Committee will make final decisions regarding awarding professional activity units.

The Credentialing Specialist is available to consult with individuals regarding PA's.

Professional Activities Matrix

Professional Activities for Early Childhood (EC) Professionals*	Units	# Of times per credential application	Units total
*This is not a comprehensive list. If you are participating in other EC professional activities, please submit the NHECPDS "Professional Activities Documentation Form", found in the appendix. The Credential Committee will consider and, if approved, assign units.			
Related to Professional Organizations			
Hold current membership in an appropriate local, state or national organization, i.e.: NAEYC/NHAEYC; ELNH; EEIN; NAFCC; NHAIMH; ASCD; ACEI; NAECTE	1	Once	
Volunteer for your local Child Care Resource and Referral Program (units assigned per task or per event)	1		
Attend a professional organization meeting	1		
Be an active committee member of an appropriate local, state, regional or national professional organization (active = attendance at 50% of meetings)	2		
Hold a leadership position in a professional organization at the local level	3		
Be a board member or officer of a statewide or national professional organization	4		
Other:			
Related to Professional Conferences			
Attend a local or state conference	1	Once	
Attend a national conference	2	Once	
Serve on a professional conference planning committee	2		
Present at a local or state professional conference	3		
Present at a national conference	4		
Chair a professional conference planning committee.	4		
Other:			
Related to Training, Teaching or Mentoring Others			
Prepare and present an in-service training or workshop for EC staff, parents or support groups within your own program.	1		
Prepare and present as a guest speaker for a college course (minimum of 1 clock hour)	1		
Hold an appropriate and current teaching certificate from NH Dept. of Education (Early Childhood, K-3, Special Education)	2		
Provide training outside of your program (min of 2 hours of training + prep time)	2		
Supervise students placed by a high school (1 semester)	2		
Supervise student teachers officially placed by a college or university. (1 semester)	3		
Develop an Early Childhood curriculum	3		
Serve as a mentor in the Trainer Development Program	4		
Serve as a mentor to another early childhood professional or program (units assigned based on documentation submitted with application)	1		
Teach a minimum of a 3 credit related course at a regionally accredited college or university	4		
Other:			

Related to Program Quality Improvement or Validation			
Participate in the CACFP (food program) as a Family Child Care provider	1	Once	
Complete a Professional Development Plan (see appendix)	1	Once	
Complete a Professional Portfolio	2	Once	
As a license exempt Family Child Care provider, apply for a child care license	2	Once	
Serve on the accreditation committee of your EC program to achieve or maintain national program accreditation.	2		
Direct a program through EC national accreditation process	3		
Be a member of a CIPAS team.	3		
Provide extended and targeted technical assistance (TA) for a program to improve program quality	4		
Serve as an Observer, Validator or Verifier for national accreditation program	4		
Other:			
Related to Outreach or Advocacy			
Host a professional or community meeting/training at your program (submit agenda)	1		
Attend an advocacy event for EC policy	1		
Actively advocate for EC policy (contact legislators, invite legislators to visit)	2		
Actively participate in a relevant task force or advisory group.	3		
Testify at a legislative hearing or organize an advocacy event regarding EC policy issues.	3		
Organize a community event related to EC such as Week of the Young Child (WOYC). (submit flyer, registration list, copy of newspaper article)	4		
Other:			
Related to Contributing Written Content			
Contribute or edit written content to a professionally relevant publication that is distributed locally or statewide	2		
Edit a professionally relevant publication that is juried and distributed nationally	3		
Publish in a professionally relevant publication or journal that is distributed nationally, or publish a professionally relevant book.	4		
Edit, be a "peer reviewer", or serve on an "editorial board" of a professionally relevant publication or journal that is distributed nationally.	4		
Other:			
Related to Grants/Funding			
Write a grant proposal to secure funding for an EC program	2		
Receive and administer a grant to support an EC program.	3		
Participate as a "blind" reviewer for EC request for proposal's (RFP's), grants, etc.	3		
Other:			

Introduction to the Credential Lattices

Credential lattices signify the roles of professionals in the early childhood field. Each lattice includes several levels or endorsements and is designed to provide a point of entry into the NHECPDS and to recognize professional growth and achievement.

On each lattice you will see the title of the credential, and below the title, there will be either levels or endorsements (as on the Master Professional lattice). Professional development criteria are listed in the left column of each lattice:

- Education & Specialized Coursework
- Work Experience
- Ongoing Professional Training
- Professional Activities

To the right of each criterion listed you will find the requirements for each level or endorsement. Education and coursework require official college transcripts for documentation, and both carry no time limit on completion. Work experience requires third-party documentation, such as a letter or email from the appropriate administrator/supervisor, and also carries no time limit. Ongoing training and professional activities require documentation and should be completed within one year prior to your initial credential application date. Your credential will need to be renewed every three years, at which time you will be required to submit documentation of ongoing training and professional activities (i.e. 18 hours of ongoing training and 2 to 4 PA units required for an initial application, 54 hours of ongoing training and 6 to 12 PA units upon renewal).

Please review the other documents in this packet for reference, and contact the Credentialing Specialist for assistance at 603-271-4684.



*Find your pathway into our credential system
and move towards your goal as you grow professionally.*

NH Family Child Care Credential Lattice

	FCC level 1	FCC Level 2	FCC Level 3	FCC Level 4	FCC Level 5	FCC Level 6
Training & Education <i>*All credit requirements must include a minimum of 3 credits focused on Child Growth & Development</i>		High School Diploma or GED AND <i>One of the following:</i> 2 years in vocational high school child care classes OR A minimum of 6 credits in Early Childhood Education (ECE)*	High School Diploma or GED AND A minimum of 12 credits in ECE*	Associate degree in ECE* OR Associate degree in a related field <i>including a minimum of 9 credits in ECE*</i>	Associate degree in ECE* OR Associate degree in a related field <i>including a minimum of 18 credits in ECE*</i> OR Baccalaureate degree in a related field, <i>including a minimum of 9 credits in ECE*</i>	Associate degree in ECE* OR Baccalaureate degree in a related field <i>including a minimum of 24 credits in ECE*</i>
Work Experience	6 months experience in a licensed or licensed exempt Family Child Care (FCC) setting	1 year experience in a licensed or licensed exempt FCC setting	2 years experience in a licensed or licensed exempt FCC setting	1 year experience in a licensed FCC setting	2 years experience in a licensed FCC setting	3 years experience in a licensed FCC setting
Ongoing Professional Training	Infant / Child CPR & First Aid Certification AND 9 workshop hours	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**
Professional Activities (PA)	Registered with CCR&R as a licensed exempt FCC provider	Registered with CCR&R as a licensed exempt FCC provider AND 1 PA unit completed within 12 months with initial application	1 PA unit completed within 12 months with initial application	2 PA units completed within 12 months with initial application	2 PA units completed within 12 months with initial application	3 PA units completed within 12 months with initial application
		3 PA units cumulative upon 3 year renewal	3 PA units cumulative upon 3 year renewal	6 PA units cumulative upon 3 year renewal	6 PA units cumulative upon 3 year renewal	9 PA units cumulative upon 3 year renewal

**If you are submitting self- study hours please complete and submit the required self-study documentation sheet (used for the Child Care Licensing Unit), found at:

<http://www.dhhs.nh.gov/oos/cclu/guidesinfo.htm>

NH Early Childhood Teacher Credential Lattice

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Education & Specialized Coursework <i>*All credit requirements must include a minimum of 3 credits focused on Child Growth & Development</i>	High School Diploma or GED	High School Diploma or GED AND A minimum of 3 post-secondary credits in <u>approved</u> coursework*	High School Diploma or GED AND A minimum of 9 post-secondary credits in <u>approved</u> coursework*	High School Diploma or GED AND A minimum of 18 post-secondary credits in <u>approved</u> coursework*	Minimum of an Associate degree in ECE* OR A minimum of an Associate in a related field <i>including</i> a <i>minimum</i> of 18 post-secondary credits in <u>approved</u> coursework*	Minimum of an Baccalaureate degree in ECE* OR A minimum of a Baccalaureate in a related field <i>including</i> a <i>minimum</i> of 24 post-secondary credits in <u>approved</u> coursework*
Work Experience (Please see work experience defined below)	750 hours	1,500 hours OR 1,000 hours <i>and</i> 2 years within a high school child care vocational education program	1,500 hours	1,000 hours	1,000 hours OR 200 supervised practicum hours within an approved college program	1,000 hours
Ongoing Professional Training	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**
Professional Activities (PA)	Optional	1 PA unit completed within 12 months with initial application	1 PA unit completed within 12 months with initial application	2 PA units completed within 12 months with initial application	2 PA units completed within 12 months with initial application	2 PA units completed within 12 months with initial application
		2 PA units cumulative upon 3 year renewal	2 PA units cumulative upon 3 year renewal	6 PA units cumulative upon 3 year renewal	6 PA units cumulative upon 3 year renewal	6 PA units cumulative upon 3 year renewal

Work Experience defined:

Work experience must be completed in a licensed child care program, public school special education pre-k through 3rd grade program, or a public school pre-k through 3rd grade program

750 hours equals 30 hours per week x 25 weeks (6 months)

1,500 hours equals 30 hours per week x 50 weeks (1 year)

1,000 hours equals 40 hours per week x 25 weeks (6 months).

**If you are submitting self- study hours please complete and submit the required self-study documentation sheet (used for the Child Care Licensing Unit), found at:

<http://www.dhhs.nh.gov/oos/cclu/guidesinfo.htm>

NH Early Childhood Master Teacher Credential Lattice

	Level 1	Level 2	Level 3
Education & Specialized Coursework <i>*All credit requirements must include a minimum of 3 credits focused on Child Growth & Development</i>	Minimum of an Associate degree in ECE* OR Post-secondary degree (Associate, Baccalaureate, or Master's in a related field, <i>including a minimum of 24 post-secondary credits in <u>approved</u> coursework*</i>	Minimum of a Baccalaureate degree in ECE* OR Baccalaureate or Master's degree in a related field, <i>including a minimum of 24 post-secondary credits in <u>approved</u> coursework*</i>	Minimum of a Master's degree in ECE* OR Master's degree in a related field, <i>including a minimum of 24 post-secondary credits in <u>approved</u> coursework*</i>
Work Experience (Please see work experience defined below)	5 years	5 years, at least 1 of which is post Baccalaureate degree	5 years, at least 1 of which is post Master's degree
Ongoing Professional Training	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**
Professional Activities (PA)	3 PA units completed within 12 months with initial application	4 PA units completed within 12 months with initial application	4 PA units completed within 12 months with initial application
	9 PA units cumulative upon 3 year renewal	12 PA units cumulative upon 3 year renewal	12 PA units cumulative upon 3 year renewal

Work Experience defined:

Work experience must be completed in a licensed child care program, public school special education pre-k through 3rd grade program, or a public school pre-k through 3rd grade program

750 hours equals 30 hours per week x 25 weeks (6 months)

1,500 hours equals 30 hours per week x 50 weeks (1 year)

1,000 hours equals 40 hours per week x 25 weeks (6 months)

**If you are submitting self-study hours please complete and submit the required self-study documentation sheet (used for the Child Care Licensing Unit), found at: <http://www.dhhs.nh.gov/oos/ccclu/guidesinfo.htm>

NH Early Childhood Administrator Credential Lattice

	Level 1	Level 2	Level 3	Level 4
Education & Specialized Coursework <i>*All credit requirements must include a minimum of 3 credits focused on Child Growth & Development</i>	<i>One of the following:</i> Minimum of an Associate degree in ECE* OR Baccalaureate degree in elementary education* OR 60 post-secondary credits including a <i>minimum</i> of 24 post-secondary credits in <u>approved</u> coursework* INCLUDING 3 Credits in Child Care Administration or Early Childhood Leadership	<i>One of the following:</i> Minimum of an Associate degree in ECE* OR Associate degree in a related field <i>including a minimum</i> of 24 post-secondary credits in <u>approved</u> coursework* INCLUDING 6 post-secondary credits in <u>approved</u> <u>administration/leadership</u> coursework	<i>One of the following:</i> Minimum of a Baccalaureate degree in ECE* OR Baccalaureate degree in a related field <i>including a minimum</i> of 24 post-secondary credits in <u>approved</u> coursework* INCLUDING 9 post-secondary credits in <u>approved</u> <u>administration/leadership</u> coursework	<i>One of the following:</i> Master's degree in ECE* OR Master's degree in a related field <i>including a minimum</i> of 30 post-secondary credits in <u>approved</u> coursework* INCLUDING 9 post-secondary credits in <u>approved</u> <u>administration/leadership</u> coursework
Work Experience (Please see work experience defined below)	1 year	2 years	3 years	4 years
Ongoing Professional Training	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**
Professional Activities (PA)	3 PA units completed within 12 months with initial application	3 PA units completed within 12 months with initial application	4 PA units completed within 12 months with initial application	4 PA units completed within 12 months with initial application
	9 PA units cumulative upon 3 year renewal	9 PA units cumulative upon 3 year renewal	12 PA units cumulative upon 3 year renewal	12 PA units cumulative upon 3 year renewal

Work Experience defined:

Work experience must be completed in a licensed child care program, in an administrative/supervisory capacity. 1,500 hours equals 30 hours per week x 50 weeks (1 year)

**If you are submitting self-study hours please complete and submit the required self-study documentation sheet (used for the Child Care Licensing Unit), found at: <http://www.dhhs.nh.gov/oos/cclu/guidesinfo.htm>

NH Early Childhood Master Professional Credential Lattice

	Workshop Trainer	Faculty	Individual Mentor	Program Consultant	Allied Professional
Education & Specialized Coursework <i>*All credit requirements must include a minimum of 3 credits focused on Child Growth & Development</i>	A minimum of a Baccalaureate degree in ECE* OR A minimum of a Baccalaureate degree <i>including a minimum of 24 credits in <u>approved</u> coursework*</i>	A minimum of a Master's degree in ECE* OR A minimum of a Master's degree <i>including a minimum of 24 credits in <u>approved</u> coursework*</i>	A minimum of an Associate degree in ECE* OR A minimum of an Associate degree <i>including a minimum of 24 credits in <u>approved</u> coursework*</i>	A minimum of a Baccalaureate degree in ECE* OR A minimum of a Baccalaureate degree <i>including a minimum of 24 credits in <u>approved</u> coursework*</i>	A minimum of a Baccalaureate degree in field of study appropriate to specialization AND If applicable, current license or certification in professional specialization
Work Experience	3 years experience in Early Childhood Education AND <i>One of the following:</i> Planning and implementation of at least 12 hours of group training of adults over a 1 year period OR Successful completion of the Trainer Development Program	5 years experience in Early Childhood Education AND <i>One of the following:</i> Planning and implementation of at least 24 hours of group training of adults over a 2 year period OR Successful completion of the Trainer Development Program AND an additional 12 hours of training post TDP	5 years experience in Early Childhood Education, at least 2 of which are in a classroom supervisory or leadership role.	5 years experience in Early Childhood Education, at least 2 of which are in a program director supervisory or leadership role.	5 years experience working with or on behalf of young children
Ongoing Professional Training	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**
Professional Activities (PA)	3 PA units completed within 12 most recent months with initial applications	4 PA units completed within 12 most recent months with initial applications	3 PA units completed within 12 most recent months with initial applications	4 PA units completed within 12 most recent months with initial applications	3 PA units completed within 12 most recent months with initial applications
	9 PA units cumulative upon 3 year renewal	12 PA units cumulative upon 3 year renewal	9 PA units cumulative upon 3 year renewal	12 PA units cumulative upon 3 year renewal	9 PA units cumulative upon 3 year renewal

**If you are submitting self- study hours please complete and submit the required self-study documentation sheet (used for the Child Care Licensing Unit), found at:

<http://www.dhhs.nh.gov/oos/ccclu/guidesinfo.htm>

Introduction to the Infant and Toddler Credential Endorsement Lattice

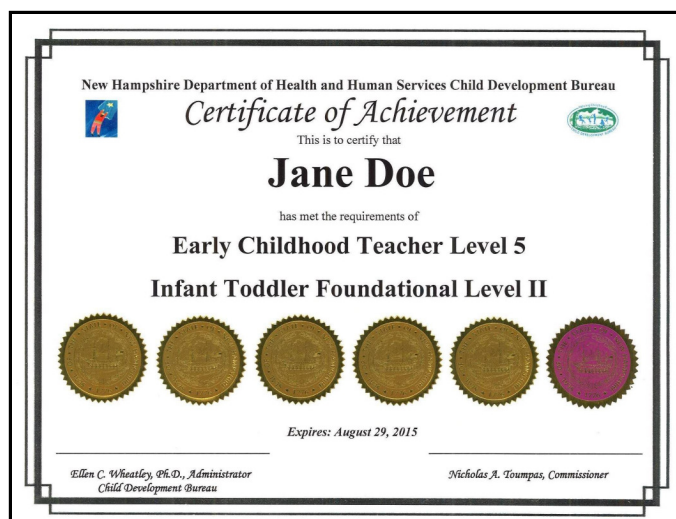
The infant and toddler credential endorsement is the most recent addition to the New Hampshire Early Childhood Professional Development System. Designed to recognize professionals who work with or on behalf of our youngest and most vulnerable children, this credential lattice includes criteria for knowledge and experience specific to the infant and toddler field. Each of the six infant and toddler endorsements build upon a credential indicated by “Required early childhood credential”. Awardees of the infant and toddler credential endorsement(s) will see their infant and toddler designation on their early childhood credential certificate awarded through the New Hampshire Early Childhood Professional Development System. A purple State seal will signify the infant and toddler credential endorsement (see visual sample below).

This credential endorsement lattice was developed by the Infant Toddler Credential Task Force, which also developed the Infant Toddler Core Competencies as an accompaniment to the infant and toddler credential. Core Competencies are the knowledge and skills that early childhood professionals bring to and demonstrate in their work. With the development of the Infant and Toddler Core Competencies, the early childhood community has access to an assessment tool to reflect on the knowledge and skills of those working with or on behalf of infants, toddlers, and their families. The ability for professionals to assess their knowledge and skills is important for professional growth and quality improvement.

Members of the Infant and Toddler Credential Endorsement Task Force:

Wendie Adam, Head Start
Kristin Booth, Division for Children, Youth, & Families
Pat Cantor, Plymouth State University
Melissa Clement, Child Care Licensing Unit
Denise Corvino, Child Care Licensing Unit
Susan Foley, Division for Children, Youth, & Families
Gail Gettens, St. Paul’s School
Linda Graham, Bureau of Developmental Services
Lorraine Harris, DHMC Child Care Center
Maureen Hickey, Head Start Training & Technical Assistance
Marti Ilg, Lakes Region Child Care Services
Sharon Kaiser, Special Medical Services

Shelly Kernozicky, Easter Seals CCR&R
Jessica Locke, Division for Children, Youth, & Families
Tessa McDonnell, Granite State College
Vanessa Pride, Early Head Start
Nancy Pynchon, Rivier University Early Childhood Center
Lisa Ranfos, UNH Child Study & Development Center
Brooke Stebbins, Maternal & Child Health
Lisa Strout, Rivier University
Jessica Sugrue, Division for Children, Youth, & Families
Patty Tripp, Head Start Training & Technical Assistance
Ellen Wheatley, Division for Children, Youth, & Families



NH Infant and Toddler Credential Endorsement Lattice

	Foundational Level I	Foundational Level II	Intermediate Level	Advanced Level	Specialized Level: Early Childhood Education	Specialized Level: Allied Professionals
Required Early Childhood Credential	<i>Minimum of NH Early Childhood Teacher level 2</i> <i>Family Child Care Level 2</i>	<i>Minimum of NH Early Childhood Teacher level 5</i> <i>Family Child Care Level 5</i>	<i>Minimum of NH Early Childhood Master Teacher level 1</i> <i>Family Child Care Level 6</i>	<i>Minimum of NH Early Childhood Administrator level 3</i> <i>Family Child Care Level 6</i>	<i>NH Early Childhood Master Professional with at least one of the following endorsements: WT, F, PC</i>	<i>NH Early Childhood Master Professional Allied Professional Endorsement</i>
Education & Specialized Coursework *All credit & degree requirements include a minimum of 3 credits focused on Infant/Toddler Development (with the exception of the Specialized Level: Allied Professionals) (Minimum of 3 credits in Child Growth and Development will be accepted for initial credential endorsement application, I/T development will be required upon renewal)	3 post secondary credits in Child Growth and Development will be accepted for initial credential endorsement application A minimum of 3 credits focused on Infant/Toddler Development* will be required upon credential endorsement renewal For applicants seeking this credential endorsement to meet Early Head Start program criteria, there are additional documentation requirements. Please see appendix, FORM B for details.	Minimum of Associate degree in ECE * OR Minimum of Associate degree in a related field <i>including a minimum</i> of 18 credits in <u>approved</u> coursework of which at least 3 credits are focused on Infant/Toddler content* Professionals with an Associate degree in a field of specialization** are eligible for this endorsement	Minimum of Associate degree in ECE* OR Post-secondary degree in a related field <i>including a minimum</i> of 24 credits in <u>approved</u> coursework of which at least 6 are focused on Infant/Toddler content*	Minimum of a Baccalaureate degree in ECE * OR A minimum of a Baccalaureate degree <i>including a minimum</i> of 24 credits in <u>approved</u> coursework of which at least 6 credits must be in child care administration or leadership and of which at least 9 credits are focused on Infant/Toddler content*	Minimum of a Baccalaureate Degree in ECE* OR A minimum of a Baccalaureate degree <i>including a minimum</i> of 24 credits in <u>approved</u> coursework of which at least 9 credits are focused on Infant/Toddler content*	Minimum of a Baccalaureate Degree in ECE or a related field of specialization** ** Field of specialization must be related to work with or on behalf of infants/toddlers and families, such as: Infant Mental Health; Speech Pathology; Occupational Therapy; Nursing; Early Intervention; Social Work; Physical Therapy; Special Education; Child Psychology
Ongoing Professional Training (see suggested trainings)	Minimum of 6 hours per year focused on I/T content plus 12 hours other ECE for a total of 18 hours per year	Minimum of 6 hours per year focused on I/T content plus 12 hours other ECE for a total of 18 hours per year	Minimum of 9 hours per year focused on I/T content plus 9 hours other ECE for a total of 18 hours per year	Minimum of 9 hours per year focused on I/T content plus 9 hours other ECE for a total of 18 hours per year	Minimum of 12 hours per year focused on I/T content plus 6 hours other ECE for a total of 18 hours per year	Meet the professional requirements established in field of specialization AND a minimum of 3 hours per year focused on I/T content
Work Experience	Minimum of 1,500 hours of which at least 750 hours must be in an I/T setting OR I/T CDA	Minimum of 1,000 hours in an I/T setting OR 200 cumulative hours of supervised I/T practicum experience	Minimum of 5 years experience in early childhood, of which at least 2 years must be in an I/T settings	Minimum of 5 years experience in early childhood, of which at least 2 years must be leadership of an I/T program and/or services	Minimum of 5 years experience in early childhood, of which at least 3 years must be training and/or teaching to adults focused on I/T content or consulting in I/T programs	Minimum of 5 years experience working with or on behalf of I/T and their families

SUGGESTED TRAINING, EACH OF WHICH MUST RELATE DIRECTLY TO INFANTS/TODDLERS AND THEIR FAMILIES

For the Foundational Levels:

- Caring for Infants & Toddlers Child Care Resource and Referral Child Care Basics
- Safe Sleep
- Zero To Three Preventing Child Abuse and Neglect (PCAN), units 1-8
- Early Head Start (all Early Head Start training)
- Nutrition for Infants/Toddlers (including breast feeding)
- Infectious Diseases
- Biting
- Infant/Toddler training offered through early childhood professional organizations
- Strengthening Families

For the Intermediate Level:

- Infant Toddler Environment Rating Scale (ITERS)
- PCAN units 1-8
- Infant Mental Health
- Attachment
- Infant and Toddler Special Needs
- Center on the Social & Emotional Foundations for Early Learning (CSEFEL) I/T Training Modules
- Sophia's Hearth Infant/Toddler trainings
- Strengthening Families
- Infant/Toddler training offered through early childhood professional organizations

For the Advanced Level:

- PCAN units 9-10
- Screening, Assessment and Referral Process for Infant and Toddler Supports
- Health and Safety in Infant/Toddler Programs
- Child Care Program Policies
- Supervision of Child Care Staff
- Family Systems
- Leadership

- CSEFEL I/T Training Modules
- Sophia's Hearth advanced trainings
- Strengthening Families

For the Specialized Level:

- I/T Consultant Modules
- Working with Families of I/T
- Birth to Three Institute
- Zero To Three National Training Institute
- Train-the Trainer intensive training
- Strengthening Families
- PITC (Program for Infant/Toddler Care) Trainers Institute

For all levels of the Infant Toddler Credential endorsement, self-assessment using the Infant Toddler Core Competencies tool is suggested with the application for each level. The applicant may submit a copy of the completed knowledge and skills checklist for the appropriate level of endorsement. For example, when applying for a Foundational Level I or II Infant Toddler endorsement, you may submit a completed copy of the Infant Toddler Core Competencies Foundational checklist documenting your self-assessment. Should you apply for another level in the future, you may submit your completed self-assessment for that level, using the competencies checklist. One Professional Activity Unit will be awarded towards your overall Early Childhood Credential upon submission of your completed competencies self-assessment. The outcome of your self-assessment using the Competencies Tool will not be a factor in the awarding of the endorsement.

APPENDIX

CREDENTIAL APPLICATION	FORM A
EARLY HEAD START INFANT AND TODDLER OPTION.....	FORM B
PROFESSIONAL ACTIVITIES DOCUMENTATION FORM.....	FORM C
PROFESSIONAL DEVELOPMENT PLAN.....	FORM D
TRANSCRIPT REQUEST FORM.....	FORM E
RESOURCES.....	35

NH Early Childhood Credential Application

I. APPLICATION INFORMATION

Please mark the box(es) next to the position(s) for which you are applying. Credential level is dependent on qualifications and will be determined by the Credentialing Specialist.

	NH Family Child Care
	NH Early Childhood Teacher
	NH Early Childhood Master Teacher
	NH Early Childhood Administrator
	NH Early Childhood Master Professional: Workshop Trainer endorsement
	NH Early Childhood Master Professional: Faculty endorsement
	NH Early Childhood Master Professional: Individual Mentor endorsement
	NH Early Childhood Master Professional: Program Consultant endorsement
	NH Early Childhood Master Professional: Allied Professional endorsement
	NH Early Childhood Infant and Toddler Endorsement

☐ New Application (\$25.00)
 ☐ New Position (\$25.00)
 ☐ Change of Level (\$10.00)
 ☐ Expired Credential (\$25.00)
 ☐ Application for Renewal (\$10.00)
 ☐ Credential Reprint (\$3.00)

*Each additional **Master Professional** and **Infant and Toddler** endorsement is \$5.00 (when applying for more than one), please indicate the # of additional endorsements: _____

Please make checks payable to: Treasurer State of NH

II. PERSONAL INFORMATION

Name _____
(Please print your name exactly as you want it to appear on your credential)

Other name/s in which information may be received-maiden, etc. _____

Home Address: _____

City/State/Zip: _____

E-mail: _____

Primary Telephone: () - _____	Work Telephone: () - _____
---	--

Last 4 digits of Soc. Sec. # _____

If applying between October 1st and March 1st, please check one of the following:

- ☐ YES, I would like to receive my credential in person at the Annual Celebration for EC and AS Professionals.
- ☐ NO, I will not be attending the Annual Celebration, please mail my credential.

FOR OFFICE USE ONLY:

Date Application Received: _____ **Date Payment Received:** _____ **Check #** _____

Check from: _____ **Check amt:** _____ **Amount applied to app:** _____

Credential Awarded: _____ **Date:** _____ **Expires:** _____

III. EDUCATIONAL HISTORY			
	Institution	City/State	Date of Completion
High School Diploma:			
GED:			
Colleges/Universities	City/State	Date of Attendance	Degree(s) Awarded
Professional Credentials	City/State	Date Issued	Last Date of Renewal
IV. EMPLOYMENT INFORMATION*			
Name of Program/Employer:			
Address:			
City/State/Zip:			
Phone number:		Program License #:	
Full time or Part Time hours:			
Starting Date of Your Current Position:			

V. WORK EXPERIENCE*
<p>*Please attach your <i>updated</i> resume, including current position, and please enclose a letter from current and previous employer(s) verifying the following: employment dates, position held, hours per week, and ages of children in your care. You only need to document employment as required per credential work experience requirements.</p>

PLEASE NOTE: All supporting credential documentation must be received within 60 days of your initial credential application submission. Incomplete applications will be archived after 60 days. Should you re-apply for a credential, you will be required to resubmit all documentation, and the appropriate credential fees.

(Application continued on next page)

VI. EDUCATION AND SPECIALIZED COURSEWORK

- A copy of your high school diploma or GED may be required for some lattice levels *
- All credit and degree requirements must include a minimum of 3 credits focused on Child Growth and Development
- College course* transcripts must arrive in a sealed envelope from the college registrar's office
**Please refer to lattices and "approved coursework" for reference*

VII. ONGOING PROFESSIONAL TRAINING

VII. ONGOING PROFESSIONAL TRAINING			
<i>Please attach copies of training certificates that include dates, length of training, and content in the Core Knowledge Areas as listed below. The present or host org./agency must sign certificates.</i>	Title of Training(s)	Date	Hours or Credits
Developing as a Professional			
Building Family and Community Relationship			
Teaching and Learning			
Promoting Child Growth and Development			
Observing, Documenting, and Assessing			

VIII. PROFESSIONAL ACTIVITY UNITS (PAU'S) – ATTACH DOCUMENTATION

All levels, with the exception of Family Child Care Level 1, and the NH Early Childhood Teacher level 1, require documentation of PAU's. Please refer to the appropriate lattice for the number of PAU's required. Please contact the Credentialing Specialist with any questions at 603-271-4686.

The information presented in this packet is complete and accurate to the best of my knowledge.

Signature: _____ Date: _____

Early Head Start Option

(For applicants to qualify for work in Early Head Start)

The following requirements are for **Early Head Start** only for the infant and toddler credential endorsement. Applicants must (a) hold a valid NH Early Childhood Teacher level 3 credential, and (b) submit verification of the following with their application for an infant and toddler credential endorsement:

- ☐ Completion of a resource binder*;
- ☐ Completion of a parent opinion survey*;
- ☐ At least 3.5 hours of observation of the applicant in an infant and/or toddler setting was completed*; and
- ☐ Completion of an additional 120 hours of professional development, which may be met through participation in coursework and/or a wide variety of training available in the field, including inservice. All formal education hours must be under the auspices of an institution of higher education, agency or organization with expertise in early childhood teacher preparation. The education could be for college credit or for no credit.

*Verification may be a signed letter or direct email from a college faculty member or a credentialed Early Childhood Master Professional – holding a Workshop Trainer, Individual Mentor, Faculty, or Program Consultant endorsement, who has:

- Reviewed the documents and verified that the assignments were completed; and
- Directly observed the applicant working in an infant and/or toddler setting.

Professional Activities Documentation Form

**Please complete this form for professional activities that are not listed on the PA Matrix (page 14-16).
Please attach any additional appropriate documentation (copy of certificate, brochure, photograph, etc)**
The credentialing specialist will review your request and, if approved, assign units.

Title of Activity:	
Location:	
Date:	Time:

1. Please mark the Core Knowledge Area(s) that this activity addressed

<input type="checkbox"/>	Developing as a Professional
<input type="checkbox"/>	Building Family and Community Relations
<input type="checkbox"/>	Teaching and Learning
<input type="checkbox"/>	Promoting Child Growth and Development
<input type="checkbox"/>	Observing, Documenting, and Assessing

2. Provide a brief explanation of the activity in which you participated:

3. List 2 ways that this activity provided opportunity for your own professional growth in the early childhood field:

- ---
- ---

4. List up to 3 ways in which your involvement in this activity either gave back to the greater early childhood community and/or improved the quality of care you provide for children and families. (Please note that activities that serve only marketing purposes for programs or organizations are not considered professional activities for the purpose of awarding PAU's):

- ---
- ---
- ---

Signature of verification*: _____ **Date:** _____

Signature of applicant: _____ **Date:** _____

**A supervisor, employer, or other leader in the field can complete signatures of verification*

Professional Development Plan

(Part I)

A critical component of professional development is self-awareness and reflection, followed by action planning. Professional development plans begin with reflection and the move forward with goal setting, so that you can further your growth in the field.

Please use the following reflective questions as a tool to stimulate your thinking. These ideas and thoughts can be used as a foundation for creating your professional development plan. One of the important steps in achieving professional growth through your plan is by staying committed. Frequently review this plan with your employer, director, or supervisor (at least every 4-6 months). Be sure to create an intentional follow up plan.

What are your professional goals?

What do you want to learn more about in the field of early care and education?

Are there any aspects of your work that challenge you? What would you like to be able to do better?

What are your current strengths?

(Part II continued on the next page)

Professional Development Plan

(Part II)

Name: _____

Title/Position: _____

Date of hire: _____ Hours per week: _____ Age group: _____

Education Completed:

☐ GED
☐ High School Diploma
☐ Associate Degree (Major: _____)
☐ Baccalaureate Degree (Major: _____)
☐ Master's Degree (Concentration: _____)
☐ Doctorate (Dissertation: _____)

ACTION PLAN FOR PROFESSIONAL GROWTH AND DEVELOPMENT

<u>Goal</u> <i>What do you want to learn more about, do better, and/or achieve?</i> (Core Knowledge Area)	<u>Activity</u> <i>What activity will you engage in to achieve your goal (for example: enroll in a class, complete a workshop, review literature, plan a specific event or activity, etc)?</i>	<u>Resources Needed</u>	<u>Progress Assessment</u>	<u>Date completed</u>	<u>Evidence of Accomplishment</u>
Example CKA= Developing as Professional	<i>I want to learn more about professional standards and the credentialing process. I would eventually like to apply for a credential.</i>	<i>NH ECPDS guidebook / time</i>	<i>Check back in 3 weeks</i>		<i>Display credential</i>

Reviewed By: _____

Reviewed By: _____

☐ Initial review Date: _____
 ☐ Quarterly review Date: _____
 ☐ Semi-annual review Date: _____
 ☐ Yearly- review Date: _____

TRANSCRIPT REQUEST FORM**To:**

Date:

This is a formal request that a signed and sealed official transcript be forwarded to the address below. Please enclose a transcript key to assist in the evaluation of credits.

Current Name:

Other name(s) under which transcript might be found:

Current Address:

Social Security Number:

Dates attended/Tests taken:

Signature: _____ **Date:** _____

Please mail transcripts and a copy of this form to:

**DHHS/DCYF/Child Development Bureau
ATTN: Credentialing Specialist
129 Pleasant Street
Concord, NH 03301**

Resources for Early Childhood Professionals

Center for the Study of Social Policy Strengthening Families

1575 Eye Street NW, Suite 500, Washington, D.C.
20005

Phone: (202) 371- 1565

<http://www.cssp.org/reform/strengthening-families>

Child Care Aware® of NH (formerly known as NH Child Care Resource and Referral Network)

www.nhccrr.org

Council on Accreditation (COA)

45 Broadway, 29th floor, New York, NY 10006

Phone: 212-797-3000

www.coanet.org

Early Education and Intervention Network (EEIN)

2 Delta Drive, Concord, NH 03301

Phone: (603) 228-2040

www.eeinnh.org

Early Learning New Hampshire (ELNH)

2 Delta Drive, Concord, NH 03301

Phone: (603) 226-7900

www.earlylearningnh.org

National Association for the Education of Young Children (NAEYC)

1313 L St., NW Suite 500, Washington, DC 20005

Phone: (800) 424-2460

www.naeyc.org

National Association of Family Child Care

1743 W. Alexander St., Salt Lake City, UT 84119

www.nafcc.org

NH DHHS, Child Care Licensing Unit

129 Pleasant St., Concord, NH 03301

(603) 271-9025

<http://www.dhhs.nh.gov/oos/cclu/>

NH DHHS, Division for Children, Youth, and Families, Child Development Bureau

129 Pleasant St., Concord, NH 03301

(603) 271-4242

<http://www.dhhs.nh.gov/decyf/cdb/index.htm>

NH NAEYC Affiliate (NHAEYC)

47 Hall St., Unit 3

Phone: (603) 225-4884

www.nhaeyc.org

Preschool Technical Assistance Network (PTAN)

29 Commerce Drive

Bedford, NH 03110 Phone: 603-206-6800

<http://ptan.seresc.net>

The Council for Exceptional Children (CEC)

2900 Crystal Drive Suite 1000, Arlington, VA

22202

Phone: (866) 509-0218

www.cec.sped.org

Zero to Three National Center for Infants, Toddlers, and Families

1255 23rd Street, NW, Suite 350, Washington, DC
20037

Phone: (202) 638-1144

www.zerotothree.org